

School Improvement Grant School Level Application



WEDNESDAY, DECEMBER 14, 2011

Agenda



1. Comprehensive Needs Analysis
2. Pre-Implementation
3. Job-Embedded Professional Development
4. Extended Learning Time Requirement

Needs Analysis – Existing and Current Needs



Summary and Conclusions - What are the implications of these data?

1. **Student Profile – 2009-2010 and 2010-2011**

- ✦ Enrollment, sub-groups, attendance, suspension, expulsion, dual enrollment and AP

2. **Staff Profile**

- ✦ Principal, teaching staff

3. **Student Achievement Data**

- ✦ Reading/Language Arts, Mathematics
- ✦ Every test taker and subgroups
- ✦ ACT

Needs Analysis – Existing and Current Needs



4. School Climate and Culture

- TELL Survey, School Safety, Student Health Services, Attendance, Social, Community and Parent Support

5. Rigorous Curriculum

- Intervention, Enrichment, Dual Enrollment, Advanced Placement

6. Instructional Strategies

- Research-based strategies, instructional technology, differentiated instruction, number of minutes for core academics

7. Assessments

- Formative, interim, summative
- Reporting progress to parents

8. Parent and Community Support

- Social and community services to students and families
- Parent support to students

Brockton High School – Turnaround School

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<http://video.pbs.org/video/1791060994>

Choosing a Model



- Rationale for model choice
- Districts that have already begun in whole or in part an intervention model within past two years and wish to continue must
 1. Describe actions that have taken place to date.
 2. Provide impact of model on school to date.

Annual Goals and Milestones



- Goals - Specific, measurable, attainable, relevant, and time bound
 - “A man’s reach must exceed his grasp, else what’s a heaven for?” R. Browning
- Milestones – Measurable using interim assessments

Pre-Implementation Activities



Activities that allow the district to prepare for full implementation of the intervention model at the start of the 2012-2013 school year.

Occurs time grant award is made to Sept. 1, 2012

Pre-Implementation activities are **not** required.

Each must support a school goal and be included in the budget documents.

Pre-Implementation Activities



EXAMPLES:

1. Family and community meetings
2. Rigorous review of external providers
3. Staffing
4. Instructional programs
5. Professional development and support
6. Preparation for Accountability Measures

Job-Embedded Professional Development



- Occurs on a **regular** basis
- Aligned with academic standards, school curricula, and **school improvement goals**
- **Collaborative** sessions, often facilitated by school instruction leaders/coaches
- **Active** engagement not passive learning
- Focuses on **student work and data review**
- **Collaborative** planning, **testing** and **adjusting** of instructional strategies to address specific student needs.

Increased Learning Time



- Time well spent
- Tied to needs analysis

Impact of Increased Learning Time



- Schools that added a minimum of 300 additional hours of instruction gained in proficiency at double the rate of the state in English/LA and math and gained five times the rate of the state in science across all grade levels.
- Schools implementing increased learning time successfully added 25% more time to the school day.

--Mass. Expanded Learning Time Initiative

Increased Learning Time



- Longer day, week or year
- Instruction in core academic subjects including reading, English, math, social sciences, arts, foreign languages
- Enrichment activities including phys. ed., service learning, experiential and work-based learning
- Time for teachers to collaborate, plan and engage in professional development

8 Powerful Practices of Successful, Expanded-Time Schools



- National Center on Time and Learning

<http://www.timeandlearning.org/?q=node/1>

Optimize Time for Student Learning



1. Make every minute count.
2. Prioritize time according to focused learning goals.
3. Individualize learning time and instruction based on student needs

Help Students Thrive in School and Beyond



Use time to

4. Build a school culture of high expectations and mutual accountability
5. Provide a well-rounded education
6. Prepare students for college and career

Dedicating Time to Improve Teacher Effectiveness



7. Continuously strengthen instruction
8. Assess, analyze and respond to student data

-- National Center on Time and Learning

Allowable SIG Activities



- Must be directly related to the selected model;
- Are reasonable and necessary for the full and effective implementation of the model;
- Are designed to address a specific need/s identified in the needs analysis;
- Represent a meaningful change that could improve student achievement ;
- Are research-based
- Represent a significant reform that goes beyond the basic educational program

Resources

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- School Improvement Grant Guidance - [ed.gov](http://www.ed.gov)
- National Center on Time and Learning - <http://www.timeandlearning.org/>
- Public Impact - <http://www.publicimpact.com/school-turnaround-success-strategies>
- School Turnaround Group, Mass Insight Education, <http://www.massinsight.org/>

Additional Resources

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- Center for Comprehensive School Reform and Improvement –
<http://centerforcsri.org>
- Center for Innovation and Improvement -
<http://www.centerii.org/>
- Research-Based Educational Practices, Doing What Works
- <http://dww.ed.gov/>
- What Works Clearinghouse -
<http://ies.ed.gov/ncee/wwc/default.aspx>

School Turnaround Community



- WestEd
- On-line access to research for states and districts in their efforts to support low-performing schools

<http://www.wested.org/cs/we/view/pj/592>

Questions?



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